

# Texas Education Agency Standard Application System (SAS)

<b>2017-2018 Perkins Reserve Grant</b>				
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018			
<b>Application deadline:</b>	5:00 p.m. Central Time, October 26, 2017			<small>Place date stamp here.</small>
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2017 OCT 26 PM 4:47              DOCUMENT CONTROL CENTER           </div>
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>	<b>County-District #</b>			<b>Amendment #</b>
Connally ISD	161921			
<b>Vendor ID #</b>	<b>ESC Region #</b>			
746003571	12			
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>	
200 Cadet Way	Waco	TX	76705	
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Hermann		Pereira	ECHS Principal	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
254-296-6764	<a href="mailto:hpereira@connally.org">hpereira@connally.org</a>		254-412-5530	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Sara	A	Rudd	College & Career Coordinator	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
254-296-6712	<a href="mailto:srudd@connally.org">srudd@connally.org</a>		254-412-5530	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Wesley		Holt	Superintendent
Telephone #	Email address		FAX #
254-296-6460	<a href="mailto:wholt@connally.org">wholt@connally.org</a>		254-412-5530

Signature (blue ink preferred)

Date signed



10-26-17

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 161921	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
Indicate the Focus Area for which you are applying. <b>Only one Focus Area may be selected per application, limit of two applications per LEA</b> (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).	
<input type="checkbox"/> Focus Area 1: Pathway Hubs, Rural Schools <input type="checkbox"/> Focus Area 2: Pathway Hubs, Career Center Partnerships <input checked="" type="checkbox"/> Focus Area 3: CTE Career Cluster <input type="checkbox"/> Focus Area 4: Testing Site/Licensed Instructor	
<p><b>Development of the budget:</b> In the spring 2017, the Superintendent began soliciting feedback from the Connally Career Tech ECHS Leadership Team, (Leadership Team). The Leadership Team is composed of the Superintendent, Assistant Superintendent, CTE Director, ECHS principal, College &amp; Career Readiness Coordinator, Texas State Technical College (TSTC), TSTC ECHS liaison. For purposes of the grant we also enlisted support and assistance from a Mr. Electric representative (Dwyer Group), International Brotherhood of Electrical workers (IBEW) apprenticeship director, Association of General Contractors President, and the Plumbers and Pipefitters Association President. The leadership team developed a comprehensive Connally High School Career and Technical Education needs assessment. The Leadership team provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which pathway best served the need of the purpose of the program that will meet the local workforce needs while allowing students to earn college credit resulting in a certificate or an associate degree and articulated toward a baccalaureate degree. It was determined in the needs assessment that the students needed more career exploration in the areas of electrical, plumbing and construction management.</p> <p><b>Demographics and Participants:</b> Connally Career Tech has specific demographics that relate to the defined goals and purposes of the grant – a need to provide students opportunities to earn postsecondary course credit prior to high school graduation. An average of 69% of students are Economically Disadvantaged and 46% of students are considered at-risk. African American and Hispanic students are the majority of students enrolled. Although the average years of experience for teachers is 13.6 years, the End-of-Course Exams results reveal that students at Connally High School are below both the state and regional averages in reading and mathematics. Students on the ECHS campus come from families where only 21% of their parents have a Bachelor's Degree. 29% of the students also come from families who are 25% below the poverty level (US Census Quick Facts, 2014). Although unemployment rates for the targeted area are 10% (US Census, 2014), students in the ECHS live in families where the unemployment rates have soared to 18% (student records).</p> <p><b>Needs assessment process:</b> Connally ISD believes that a comprehensive needs assessment is critical to the development of high-quality school programs. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2015). The CISD District and Campus Needs Assessments are done annually by the District Improvement Team (DIT) with input from district, campus, community, industry leaders, and representatives from post-secondary institutions. The DIT representatives are divided into committees to study the needs of all areas. Specifically, the CTE committee is composed of members from the ECHS Leadership Team and analyze the needs of the students and families with a focus on CTE programs. The needs assessments, once developed and approved by the Board of Trustees, are monitored throughout the school year, and updated annually at both the district and campus level through Leadership Teams. The purpose of the Needs Assessment is to systematically review practices, processes, and systems within the school district and assist the DIT in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently will guide the development of meaningful district and campus planning each year and outlines benchmarks for evaluation.</p> <p><b>The management plan:</b> Successful management of any program requires clear and efficient planning, coordination,</p>	

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and communication structure for all involved. Procedures for making decisions, initiating training, addressing services, feedback, increasing resources, monitoring, eliminating barriers and ensuring sustainability will be established by the DIT. The DIT will establish a ECHS Leadership Team that will develop an CTE Management Plan to include planning, financial accountability, human resource management, continuous performance measurement, evaluation and reporting all progress to all stakeholders. The oversight of the CTE program will be managed and monitored by the CTE Director. The Career and Technical Education Director will manage the day-to-day activities of the grant, be responsible for implementing the activities of the grant, develop a timeline of all grant activities with anticipated completion dates for each activity, develop strategies to keep all faculty and staff focused on the goals of the project, and organize the program components to ensure the program meets the needs of the students and teachers. The ECHS Principal will serve as the head of the Leadership Team and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations and evaluating teachers. The Assistant Superintendent along with the ECHS Principal, will work to ensure that all components are in place, gather feedback, and offer recommendations for improvements. The CTE Director and College and Career Readiness Coordinator will coordinate and supervise activities for the campus. Detailed roles and responsibilities will be developed to ensure that the project is successfully implemented. In an effort to solicit feedback on an ongoing basis, the CTE Director will conduct meetings every month to analyze progress-monitoring data. The DIT ensures that the Connally Career and Technical Education will receive consistent, high-quality management due to the "buy in" and support for this initiative from the Superintendent of Schools and the DIT. Because students at Connally High School struggle to overcome poverty as well as a lack of parental knowledge about college decision-making, the Leadership Team recognizes that CTE has the research-based components that have the potential to improve lives of students in the district. This "hands-on" administrative involvement will foster the communication, interaction, and collaboration needed for a successful project.

The evaluation design will measure progress by applying systematic research methods to measure the implementation, fidelity, and outcomes of the Connally High School Perkins Reserve grant program. It will include formative and summative evaluation to assess the extent to which process measures, performance measures, and outcomes have been accomplished. The formative evaluation will focus on addressing whether or not activities are being implemented as planned. Ongoing findings will be compared to performance measures and benchmarks, project timeline, and adjustments will be made as needed. Baseline data for students and teachers will be collected immediately upon award. A rigorous, transparent, and equitable evaluation system for teachers and principals will be implemented that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collection of professional practice reflective of student achievement. Evaluation methods will include pre- and post-surveys of teachers and industry partners, post-secondary institutions, as well as parents. CISD agrees to collect data and report annually during the life of the grant on the mandatory performance measures for "required practices".

All statutory requirements as well as TEA requirements have been completely and accurately answered: The Leadership Team will ensure that students in the Connally High School CTE- trades courses will earn relevant credit hours towards a certificate or associate degree starting with classes on campus then moving to the Early College High School (in partnership with the local college- TSTC). The focus of this project will be on student outcome by meticulously analyzing and applying the Statutory and TEA requirements of this grant project.

Ongoing commitment to the goals of this grant program: As previously stated above, the superintendent and the Leadership Team have pledged their support and sustained leadership to the Connally Career and Technical Education Perkins Grant. CISD will employ every effort to sustain Connally CTE focus on high wage high demand areas of focus for CTE and ECHS programs through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with this program. In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement.

#### **Schedule #6—Program Budget Summary**

##### **For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



County-district number or vendor ID: 161921				Amendment # (for amendments only):			
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)							
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244			
<b>Budget Summary</b>							
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match	
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$	
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$	
Schedule #9	Supplies and Materials (6300)	6300	\$62,450	\$	\$	\$	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$	
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$62,450	\$	\$	\$	
<b>Administrative Cost Calculation</b>							
Enter the total grant amount requested:					\$62,450		
Percentage limit on administrative costs established for the program (5%):					× .05		
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$62,450		

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 161921			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$

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2 4		Subtotal employee costs:	\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
2 5	6112	Substitute pay	\$	\$
2 6	6119	Professional staff extra-duty pay	\$	\$
2 7	6121	Support staff extra-duty pay	\$	\$
2 8	6140	Employee benefits	\$	\$
2 9	61XX	Tuition remission (IHEs only)	\$	\$
3 0		Subtotal substitute, extra-duty, benefits costs	\$	\$
3 1		<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>	\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>Schedule #8—Professional and Contracted Services (6200)</b>				
County-district number or vendor ID: 161921			Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
<b>Professional and Contracted Services Requiring Specific Approval</b>				
<b>Expense Item Description</b>			<b>Grant Amount Budgeted</b>	<b>Match</b>
6269	Rental or lease of buildings, space in buildings, or land		\$	\$
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$	\$
<b>Professional and Contracted Services</b>				
<b>#</b>	<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
12			\$	\$
13			\$	\$
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3			
1			
4		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$62,450	\$
<b>Grand total:</b>		<b>\$62,450</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 161921			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	45	82%	
Limited English proficient (LEP)	5	9%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	100%	One teacher teaches the Construction pathway
6-10 Years Exp.		%	
11-20 Years Exp.		%	
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree		%	
Master's Degree		%	
Doctorate		%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	23	9	21	55

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	1	1	1

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Objective Needs Assessment Process:** Connally ISD believes that a comprehensive needs assessment is critical to the development of high-quality after-school programs. Research supports that programs that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2012). Connally ISD has created an Advisory Committee comprised of students, parents, teachers, administrators from the campus and district level, community and business partners, and representatives of industry clusters and representatives from Post-Secondary Institutions. Representatives from each Advisory Committee serve as members on the Connally Career Tech Leadership Team. The purpose of this needs assessment was to systematically review current practices, processes, and systems within the existing ECHS and CTE programs as well as examine and analyze the state of current student achievement, and the goals that are currently in place for student achievement. This needs assessment process was organized into committees with each focused on gathering and analyzing different data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment was the tool that guided meaningful planning for the needs of the ECHS and CTE programs.

**Process to identify and prioritize the needs:** A School Profile (developed by the Leadership Team) was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of students and teachers at the ECHS. A full scan of the school's environment provided information to be collected and analyzed for the needs assessment via the following activities: 1) Individual and group interviews with the superintendent, ECHS principal, ECHS counselor, teachers, parents and students at each grade level; 2) Pre-assessment survey feedback from stakeholders that included teachers, parents, and students; 3) Review of school data {PEIMS, TAPR, CIPs, lesson plans, etc.}; 4) End-of-Course Exam scores, TSI results as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates); 5) Curriculum and instruction issues were examined, including alignment with TEKS and STAAR; 6) Professional development needs were assessed including the nature of professional development, planning time for teachers, financial incentives.

Family and community involvement was examined through communication with parents about student achievement, their involvement in decisions at the school, supports systems provided to families and discussions of how the economy has caused hardship for both employed and unemployed parents. Group discussions with parents were held to discuss the barriers that families encounter as they look at their child entering college. The combination of low family incomes and their lack of knowledge regarding college admissions and financial aid is simply overwhelming for many families. According to parents in the communities, providing a quality education for their children is the single most important way that Connally ISD can work as a partner to give their child a chance for success in life. We feel ensuring they are in a coherent sequence of classes that lead to certification can help them in the goal of success.

ESC 12 specialists in the field of evaluation performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. The Leadership Team determined the current state of student skills and knowledge as well as organizational goals, climate and internal and external constraints. The "Gap" Analysis produced a large list of needs for the ECHS. Next, the ESC 12 specialists with input from the Leadership Team, determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed. Causes for student performance problems were identified based on reoccurring trends and growth opportunities for staff were identified based on interviews with staff, surveys, and data collection. The recommendations were communicated to the Leadership Team and the prioritizing of needs was done by the entire Leadership Team over several months and numerous meetings. Each prioritized need was aligned to recommended activities that would make a great difference to students and families in the ECHS & CTE programs. The aligned needs and activities were developed and disseminated to the DIT. Members of the DIT agreed to the needs and aligned activities and committed their support to the enhance the existing trades pathway. They agreed that this grant would supplement the CTE Construction Career

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Cluster and students would have increased opportunities to acquire knowledge, skills and abilities that will provide a pathway to both high wage and high demand occupations.

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to expand the curriculum pathway of Connally Career Technical Education Construction Cluster by providing students hands on learning experiences to explore careers in the high need- high wage occupations of electricians, first-line supervisors of construction trades and extraction workers, and plumbers, pipefitters, and steamfitters.	A certified CTE (Technology Education) teacher is employed; a Career and Technical Education Director is employed to coordinate between the CTE class, ECHS and Texas State Technical College; hands on workstations will be provided by grant funds; teacher curriculum needed for students career exploration in construction trades will be provided through grant funds.
2.	There is a need for internships, externships, mentorship programs that expose students to applied learning and real-world work activities in identified high demand occupations such as electricians, first-line supervisors of construction trades and extraction workers, and plumbers, pipefitters, and steamfitters	Through an agreement with industry partner's students will have the opportunity to participate in internships, externships, and mentoring programs at/with many industry partners. Some of our partners that will be donating an in kind match include the Dwyer Group (Mr. Electric), the International Brotherhood of Electrical workers, and The association of Plumbers and Pipefitters (industry partners). Our Post-Secondary partner TSTC will also be donating an in-kind match.
3.	There is a need for students in the targeted high need high demand industries to have the ability to earn certifications and credentials that lead to employment and eventually to an associate or bachelor's degree (Parent Survey).	A certified CTE (Technology Education) teacher is employed; a Career and Technical Education Director is employed to coordinate between the CTE class, ECHS and Texas State Technical College; hands on workstations will be provided by grant funds; teacher curriculum needed for students career exploration in construction trades will be provided through grant funds. Our ECHS will offer programs in the mentioned high wage-high need areas.
4.		
5.		

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Schedule #14—Management Plan					
County-district number or vendor ID: 161921			Amendment # (for amendments only):		
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1	ECHS Principal	Master's Degree; Texas Principal Certification; 5 years' experience in education work setting with supervisory experience; experience in budget management, data reporting, and management information systems; and evaluation;			
2	College & Career Readiness Coord.	Master's Degree; two years of CTE teaching experience and knowledge of the community and experience in collaborating with a variety of community partners and postsecondary education; experience in working in ECHS and CTE programs.			
3	ECHS Counselor	Master's Degree; Counselor Certification; 3 years teaching experience; college and career readiness experience with financial aid, college admissions testing; college admissions forms; has an understanding of low-income family barriers to post-secondary education programs.			
4	CTE Teacher	Bachelor's Degree; Technology Education Certification; five years teaching experience; previous experience in construction trades industry.			
5	CTE Coordinator	Bachelor's Degree; two years of CTE teaching experience and knowledge of the community and experience in collaborating with a variety of community partners; experience in working in ECHS and CTE programs.			
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1	Enhance the CTE Construction Trades Cluster with hands on learning experiences	1.	Enter into agreement with industry partner	09/01/2017	10/20/2017
		2.	Signed MOU with TSTC and Connally ISD	04/18/17	04/18/17
		3.	Engage industry partners, identify key industries	09/15/2018	08/31/2018
		4.	Align curriculum to skills in industry cluster needs	01/08/18	01/12/2018
		5.	Align curriculum to post-secondary pathway	01/08/2018	01/12/2018
2	Students will earn a certificate and/or college credit hours towards a certificate or an associate degree	1.	Add industry partner to Leadership Team	01/08/2018	01/12/2018
		2.	Introduce industry partner liaison to ECHS staff	01/08/18	01/12/2018
		3.	Develop mentorship and internship programs	09/15/2017	01/08/2018
		4.	Develop detailed industry experience plan	12/15/2017	12/19/2017
		5.	Market industry plan to students and parents	12/12/17	05/17/2018
3	Provide Students with Work Based Learning Experiences	1.	Plan a unified outreach strategy for engaging employers and students	09/15/2017	01/08/2018
		2.	Schedule Leadership Team (LT )meetings	01/08/2018	01/12/2018
		3.	Identify LT members, roles, responsibilities	01/08/2018	01/31/2018
		4.	Develop a sustainability plan	01/15/2018	01/19/2018
		5.			
4	Recruit students for career cluster for 2018-2019 school year	1.	Conduct formal recruitment workshops	12/12/2017	01/19/208
		2.	Applicants submit New Student Application	12/12/2017	01/19/2018
		3.	Applicant requirements are reviewed	01/22/2018	01/26/2018
		4.	Interview potential new students	01/29/18	02/02/2018
		5.	Students selected into program	02/05/2018	02/05/2018
5	Develop an evaluation plan for the Construction Cluster	1.	Develop a plan to collect data	12/11/2017	12/15/2017
		2.	Develop a process to review/recommend changes	12/11/2017	12/15/2017
		3.	Develop surveys, interview guidelines and focus	12/11/017	12/15/2017
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	group guidelines		
4.	Leadership Team will approve evaluation plan	12/19/2017	12/19/2017
5.	Analyze experiential education plan	01/08/2018	01/12/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

#### Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connally Career Tech ECHS has created a Leadership Team (LT) comprised high-level district personnel, ECHS Principal, the CTE Director, the college and career readiness coordinator, and the ECHS liaison from Texas State Technical College (TSTC), and ECHS liaison from an Industry Partner. The purpose of the LT is to address issues of curriculum, school design, and sustainability. In quarterly meetings, the LT provides oversight by: 1) meeting on a quarterly basis with the ECHS Principal, the college and career readiness coordinator and CTE Director to monitor progress, review stated benchmarks toward performance measures and evidence of improvement; 2) feedback that has been solicited from staff, external consultants, and partners is reported to the advisory committee; 3) program satisfaction for the new program that has been solicited through interviews and surveys (educators, students, parents, and partners) and academic performance of students monitored every six weeks is reported to the LT; 4) on-going assessment of proposed objectives are reassessed every quarterly (if needed); and 5) regular evaluation results are reviewed and recommended program modifications are implemented to increase the effectiveness of the program. Multiple data collection methods and strategies are used to determine whether or not the specific project is being implemented according to set and approved guidelines, what the strengths and barriers to success are and what types of improvements needs to be made to increase program effectiveness. The ECHS principal is the position responsible for ensuring that all monitoring procedures are implemented and the results of the quarterly meetings are reported to each school community and the funding agency, if required. This LT serves as the vehicle through which a diversity of voices and feedback is obtained, ensuring continuous improvement in the operation of the project. The CTE Director maintains minutes from the LT meetings and copies of all documentation. This information is used for monitoring implementation and effectiveness of this project. These records of changes approved by the LT are made available to ECHS staff and to the public through the CISD website, the local newspaper, and are available in the Superintendent's office.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees, the superintendent and the District Improvement Team (DIT) have pledged their support and sustained leadership to the ECHS and CTE expansion project just as the CISD district has locally funded the ECHS for the last three school years. CISD will employ every effort to sustain the CTE ECHS Program through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with the ECHS.

In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement. Using this data, CISD will work with the ECHS to incorporate best practices as part of the district and campus Improvement Plans. The results of 3 years of ECHS enrollment speaks for itself: **100%** of CISD ECHS students graduate compared with **91.3%** of non-ECHS students enrolled in Connally High School; **94%** of ECHS graduates earn some college credit while in high school; **71%** of ECHS students enroll immediately in college after high school graduation compared to **68%** of Connally High School seniors.

CISD understands that continuing intensive professional development will be the most challenging to sustain. However, the district has employed a Professional Development Coordinator that will develop a trainer-of-trainers model for the

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 161921		Amendment # (for amendments only):
<b>Part 1: Evaluation Design.</b> List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Quantative Evaluation: Student Achievement	1. All student EOC exam scores will increase by 10% from 2016 2. Grades will increase by 10% in the Construction Pathway 3. 100% of the students will graduate from high school
2.	Quantative Evaluation: Student Attendance	1. Average daily attendance will increase by .5% from 2016 2. Attendance at tutorials will increase by 2% from 2016 3. Attendance in industry cluster courses will be 95% (ADA)
3.	Quantative Evaluation: Student Discipline	1. 90% of the students will have no out of class infractions 2. 85% of the students will have no documented discipline incidents 3. 95% of the students have no discipline infractions in the Construction pathway
4.	Qualitative Evaluation: Parent & Student Focus Groups & Surveys	1. 75% of the parents will rate the program quality as "Excellent" 2. 75% of the students will rate the program quality as "Excellent" 3. 90% of the parents & students will say they are satisfied with the program
5.	Qualitative Evaluation: Observations of Extended CTE ECHS Program	1. 100% of the students will use STEM-based programs & technology 2. 100% of students are engaged in hands-on-instruction 3. Tutoring & homework assistance are 100% aligned with coursework
<b>Part 2: Data Collection and Problem Correction.</b> Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
<p>The <u>process to collect data</u> includes Benchmark data, STAAR and EOC scores, quarterly reporting, scheduled management team meetings, and evaluations after each activity. Changes in program activities will be reviewed and recommended as a result of the final year report. Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. <b>Quantative measures</b> include required scheduled reports, attendance and discipline records, satisfaction surveys, and performance assessment data (grades). <b>Qualitative evaluation</b> methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the grant management plan. Data collection methodologies such as evaluator observation and parent-teacher-student surveys will be used to assess program progress. Benchmark, End-of-Course exams, and STAAR scores will also be disaggregated and analyzed. The Leadership Team with assistance from the external consultants are charged with <u>refining, improving and strengthening the program</u>. <b>Formative evaluation</b> will begin during project development and will continue through the life of the project. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the <u>quantitative and qualitative assessment</u> of each activity. This will ensure that program changes can be made to ensure that the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills as well as evidence of program impact on all stakeholders. Through quarterly visits external ESC 12 consultants will assess program progress and provide written feedback. The ECHS Principal will communicate weekly with the Construction teacher to ensure that programming sessions and activities are of high quality and relevant to the curricula being used. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from stakeholders will ensure quality in all activities and products. The ECHS Principal will provide monthly briefing and the findings will be made available to the Leadership Team and other interested stakeholders, sharing formative data. Findings will also be made available to school staff and to the public through the <u>CISD website and are available in the Superintendent's office.</u></p>		

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

In the fall of 2016, as the Connally Career Tech Leadership Team was discussing extending the program for students, they met with representatives from the Texas Workforce Counsel and the P20 Council to discuss high-demand occupations and programs of study. Representatives provided the following information regarding Architecture and Construction Career Cluster:

- In the last five years, demand for electricians, plumbers and First-Line Supervisors of Construction Trades workers in the Waco, Texas area grew, according to Texas Workforce Commission's Quarterly Census of Employment and Wages.
- Projected annual job openings for first-line supervisors of construction trades and extraction workers is expected to be over 19% by 2024
- However, with the economic expansion that has occurred in the Waco, Texas area, the construction industry has become one of the dominant industries of employment for Texas – and the United States – in the last decade.
- This sector is also faced with training challenges as employers are demanding higher educated workers due to market demands and even industry expectations.
- This industry is also challenged rapid retirement over the next five to ten years- leaving the field with no labor.

Since formal training and certification is needed to become an electrician, plumber or first line supervisor, the Leadership Team made the decision to contact Texas State Technical College (TSTC) and enter into a Memorandum of Understanding for students to enroll in the ECHS program. Students entering the Construction pathway at TSTC have an opportunity to select the level of education (from certificate to associates) they would like to achieve. All students begin their education with the Principles of Construction course, which is completed in two regular semesters. After successful completion of the course, the student has the option to enroll in Connally Career Tech Early College High School and begin taking courses focused on their career program of study or continue on to take Construction Technology at the High School.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Connally Career Tech ECHS will offer three programs in the Construction Industry Cluster. First, Connally Career Tech ECHS will partner with the Texas State Technical College in Waco, Texas to allow students to enroll in a Level 1 certification program or Associates program in one of three occupational area: Electrical Power and Control, First-Line Supervisor of Construction trades and Plumbing and Pipefitters. These programs will provide the opportunity for students to get an certification or Associate of Applied Science degree. According the the Bureau of Labor Statistics and Texas Workforce Commision, workers in these fields required minimum education level is a high school diploma and in some cases a certification or AAS degree.

These programs allows students to have several options. Since many of the classes for the Level 1 certification are prerequisites for the Associate's Degree, students will be able to receive a Level 1 certification up to an Associate's Degree before they graduate Connally Career Tech ECHS.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161921	Amendment # (for amendments only):
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**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**CAREER PATHWAY PROGRAM - 6 YEAR PLAN**

PARTICIPATING ISD: Connally ISD	PARTICIPATING COLLEGE: Texas State Technical College
PARTICIPATING HIGH SCHOOL: Connally Career Tech Early College High School	
Foundation with Endorsement Graduation Plan	AAS DEGREE: Electrical Power and Controls
HS ENDORSEMENT: Business and Industry	
Pathway: Architecture & Construction	

Freshman Year		
High School Course	Credits	College Course
English 1	1	
Algebra 1	1	
Biology	1	
Spanish 1	1	
PE	1	
Interpersonal Studies	0.5	
Professional Communication	0.5	
Principles of Construction	1	
BIM 1	1	
Sophomore Year		
High School Course	Credits	College Course
English 2	1	
Geometry	1	
Chemistry	1	
Spanish 2	1	
World History	1	
Art/Theatre	1	
DC Circuits	2	CETT 1303
	1	ELPT 1321
Electrical Technology I	1	CETT 1305
Junior Year		
High School Course	Credits	College Course

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classrooms are rich with technological tools and engaging instructional strategies. One goal is that students take the responsibility for their own learning while providing students with the tools necessary to succeed in the 21<sup>st</sup> century works force. The Connally Career Tech CTE ECHS has intentionally targeted a specific group for enrollment – students who are academically average and in a traditional setting, would more than likely not challenge themselves with dual credit courses. The population is varied with 31% Hispanic students, English Language Learners (ELL) and students with learning disabilities. 71% of the students are economically disadvantaged and qualify for free and reduced meals.

Through personalized planning and support systems for student's students select and complete academic and career and technical studies aligned to their academic and career goals. The academic and career and technical courses are rigorous and aligned to the Texas Essential Knowledge and Skills (TEKS). In addition, targeted instruction promotes study skills, test prep, career exploration and college readiness.

The 4-year career readiness plan support work-study and workplace mentorship opportunities through industry and community partners. Such partnerships include collaboration for the development of high quality CTE programs created to equip students with 21<sup>st</sup> century skills necessary to compete in the most high-growth, high-wage industry sectors, and lead students to earn work readiness credentials (i.e. industry certifications) recognized by business and Industry. Learning experiences include industry guest speaks, worksite visits, and internships in which a high school students learn by taking on a responsible role as a worker in a company or organization and then reflects on what happened while in the workplace. The Internship Program is a supplement to formal classroom instruction. Its intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take. Internships are geared for older students such as juniors and seniors.

Plan for Industry Experience		
Year 1	Field Trips Guest Speakers Team Building	Online Mentoring Majors Fair
Year 2	Field Trips Guest Speakers Professional Skills	In-person Mentoring Community Service
Year 3	Observations Skill Development In-Person Mentoring	Internships
Year 4	Field Trips Guest Speakers Mentorship	In-person Mentoring Internships

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.

**Serve as an active member of the Construction Cluster Leadership Team:**

The International Brotherhood of Electrical Workers (IBEW) (industry partner) will serve as an active member of the Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability.

**Provide cash or in-kind contributions equal to 20% or greater of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in Construction Cluster Pathway.**

As stated in the contribution letter to Connally Career Tech ECHS the IBEW (industry partner) agrees to contribute 14 % of the total grant award. As outlined on page 42 of this grant application, the industry partner will provide in-

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### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Connally Independent School District and the partners (Texas State Technical College, International Brotherhood of Electrical Workers, Plumbers & Pipefitters Association, and Mr. Electric) are committed to and confident of sustaining the Connally Career Tech Construction pathway once the grant period has passed. Since the fall 2016, the Leadership Team has discussed all aspects of the extended program and much time and discussion has been given to sustaining the programs after funding ends. The Leadership Team have extensively reviewed the construction zone workstations (already at TSTC) and have spoken to instructors at both secondary and post-secondary programs that have successfully used the program. Once we have the workstations we will need to replace consumables each year. These consumables are will be purchased with Career and Technical Education funds.

The Leadership Team has proposed a tentative sustainability plan: 1) the external evaluation would be done every three years instead of each year; 2) investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle; 3) programming for parents and families would be reduced or taken over by one of the partners; 4) programs would rely more on volunteers and additional industry partners (whose relationships were established during the before and grant period).

During the grant period the Leadership Team agrees that sustainability should be a focus and the Leadership Team has identified factors that will be critical to sustainability: 1) concentrate on making the partners in the Connally Career Tech ECHS truly collaborative; 2) leverage funding from local district budget, State Comp funds, and local foundations; 3) prove and document the quality of the program so information will be available when seeking support beyond the grant period; 4) seek out "Champions" who are leaders in the community that will serve as a champion for the program by raising public awareness and leverage new sources of funding; 5) celebrate successes of the program and have these successes publicized across the district so that citizens begin to understand the importance of programs that provide opportunities for students to earn postsecondary course credit prior to high school graduation; 6) since the range of professional development opportunities for educators will be varied, this knowledge will be retained and used with

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### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Many of the careers listed on the US Department of Labor Occupation Trends list of the top 25 occupations making above Texas median wage, ranked by highest projected number of jobs added due to growth for the period 2014-2024 do not require education above a certification. Some of them require an associate's degree to be considered for the job. Based on the needs and interest of our students, community and industry, we chose to focus on three occupations- Electricians, First-Line Supervisors of Construction Trades and Extraction workers and Plumbers, Pipefitters, and Steamfitters. Below are the industry certifications offered in each program of study. The students will take these courses in our CTE focused Early College High School.

Program of Study: Electrical Power and Controls

Endorsement: Business and Industry

Pathway: Architecture and Construction

Participating College: Texas State Technical College

Degree/Certification: Associate of Applied Science- focus in Electrical Power and Controls

Program of Study: Plumbing and Pipefitting Technology

Endorsement: Business and Industry

Pathway: Architecture and Construction

Participating College: Texas State Technical College

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<b>Schedule #17—Responses to TEA Program Requirements</b>	
County-district number or vendor ID: 161921	Amendment # (for amendments only):
<b>TEA Program Requirement 8:</b> Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. <b>Applicants applying for Focus Area 4 must address this question.</b>	
<p>The award of a Perkins Reserve Grant will complement the existing CTE program in construction by providing hands on learning experiences so students can better prepare for a career in trades. This grant will help students gain a deeper understanding of the requirements and expectations of many trades careers. It will help students make connections between course work and the industry standards with project based learning models. Our post-secondary partner (TSTC) uses similar construction zone projects and will help students be prepared for the rigor in courses at TSTC towards their certification or associates degree. The Early College High School is in its third year of implementation and the district has continued to support the development and improvement of career pathways to ensure that students are meeting the workforce needs of local and regional employers, to make high school a relevant experience for students to provide CTE courses that align with degree and certificate programs through the ECHS and local colleges that will encourage students to continue their education after high school, and to provide students with an opportunity to explore careers.</p>	
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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 161921

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID:		Amendment number (for amendments only):		
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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